

# SIERRA EDUCATIONAL NEWS AND BOOK REVIEW



VOL. VI

JANUARY, 1910

No. 1









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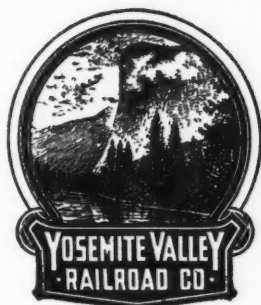
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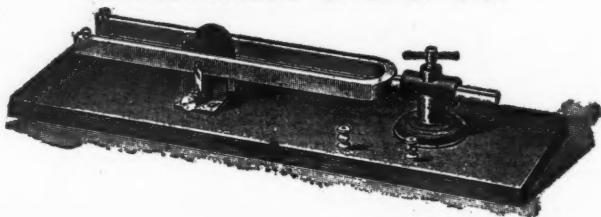
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# SIERRA EDUCATIONAL NEWS

## AND BOOK REVIEW

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*Vol. VI.*

*JANUARY, 1910*

*No. 1*

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Published by the California Teachers' Association

at  
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L. E. ARMSTRONG . . . . . Editor and Manager

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## Editorial Comment

L. E. ARMSTRONG

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### NEW YEAR'S GREETING

The consciousness of growth is pleasing and stimulating to journals as well as to persons. One year ago the California Teachers' Association bought this paper to assist in securing greater unity in educational effort throughout the State. It was seen that a journal, furnishing a means of monthly communication, is an integral part of any effective plan of affiliation. Our monthly circulation during the year of 1909 ran from three thousand to thirty-five hundred copies.

To-day we extend greetings to seven thousand California teachers as subscribers. This January number goes to all of the members of the California Teachers' Association, the Southern California Teachers' Association, and the Northern California Teachers' Association. This great subscription list—far exceeding anything ever enjoyed by any other educational magazine published west of the Rockies—indicates clearly that the teachers of California are together in sympathies and purposes as never before. Truly the prospect is encouraging!

This journal will be turned over to the new California Council of Education as soon as that body has effected permanent organization. Thus it will pass to a field of still greater usefulness. There can be no doubt that under the control of the California Council of Education,



this paper will play an important part in all forward movements in education in this State. By keeping the great teaching body constantly in touch with all projected issues, it will help to secure that degree of concerted action necessary to success.

This journal belongs to the teachers of California. It is theirs to help solve their problems and fight their rightful battles. We know that the teachers of this State will do all in their power to make this journal an instrument of helpfulness. Serene in that confidence, the SIERRA EDUCATIONAL NEWS faces the new year steadfastly; and sincerely desires for every reader the happiness which comes from work well done.

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### N. E. A. GOES TO BOSTON

The executive committee of the National Education Association has selected Boston as the meeting place for the annual meeting in July. In making the decision the members of the committee stated that as the 1907 meeting was held at Los Angeles and the 1909 meeting at Denver—two western cities—it seemed best to select Boston rather than San Francisco for 1910.

Let us show our friends all over the country that we are cheerful losers. California made a good fight for San Francisco, but the situation was against us. We should enroll a good membership in California for the Boston meeting. It would seem a certainty that the 1911 meeting will be held in San Francisco.

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### THE PROGRESS OF AFFILIATION

Affiliation is within sight of the goal. The plan of union has been approved and accepted by the Teachers' Association of Northern California, Southern California Teachers' Association, and the California Teachers' Association. These associations have chosen their representatives to the new California Council of Education. It now remains for the Central California Teachers' Association at its meeting at Fresno in March to ratify and elect representatives. We have every assurance that this will be done. The time will then be ripe for permanent organization of the California Council of Education. So a call has been issued for that purpose, the meeting to be held at Fresno on March 12th.

A committee under the chairmanship of Supt. Jas. A. Barr of Stockton has been appointed to prepare a plan for permanent organization to be submitted at this meeting.

It is with great satisfaction that we view this movement nearing completion. The success of the movement is a vindication of the sound judgment of the teaching body of California. There were some well-meaning doubters who questioned the possibility of working out a practicable basis of union. A most pleasing feature of the movement for affiliation, a feature which augurs well, has been the cordial approval of the rank and file. Everywhere the desire of the teachers to feel themselves an integral part of a great movement as wide and as long as the State, has been pronounced and significant. For the teachers of California know that results can be secured only by delegating and concentrating authority. These teachers are glad to place their interests in the hands of the representatives whom they have chosen—honorable men and women and able educational leaders.

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### SIGNIFICANT EDUCATIONAL MEETINGS

Two great educational gatherings in this State have just passed into history. The first was the Southern California Teachers' Association, held at Los Angeles the week preceding Christmas; the second was the California Teachers' Association at San Francisco, the week following. These two meetings brought instruction, inspiration, and good-fellowship to at least seven thousand teachers. Through these seven thousand teachers the lives of many thousands of children will receive a quickening influence. An attendance of seven thousand teachers is significant. It proves that the teachers of California are not on the toboggan of complacency, headed toward stagnation. In thus taking advantage of the opportunities afforded by these meetings, this great attendance proves that our teachers are alive professionally. They know that he only is dead who has ceased to think new thoughts.

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### A FINE TEAM

Through the co-operation of the presidents of the two associations, the services of Dr. Luther H. Gulick of New York and Dr. Geo. E. Vincent of Chicago were secured for both meetings. These two men

certainly make a fine team. Dr. Vincent is a human gatling-gun. His delivery is incredibly rapid, and yet each word is clearly cut. With fine aspiration and trenchant humor, he furnished the necessary inspiration and entertainment. It fell to Dr. Gulick to make new brain-paths for many of us concerning the daily care of our children and ourselves. A strong, thoughtful man, he left in California seed thoughts that will ripen later into action. We believe that no other two men have been brought to the Coast who are so thoroughly complementary in the work of a great association.

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### CARE OF THE PHYSICAL CHILD

Both of these meetings had the same watchword—the physical child. As industrial education was clearly the dominant topic at the National Education Association at Denver, last July, so the care of the physical child was the chief subject for consideration at both Los Angeles and San Francisco. In endeavoring to secure a firm grasp of the physical in its relations to all education, we are touching fundamentals. Many of our school problems rest partly, if not wholly, upon a physical basis. The problem of retardation, for instance, depends to a considerable extent upon the physical condition of children.

We need and must have more medical supervision. We should not, however, make a mistake at this point. We shall blunder if we lead the teacher to regard the physical care of the child as primarily the business of the school physician. We must train our teachers to a constantly increasing share of medical inspection. We should regard the medical director of a city school system as we do the supervisor of drawing—as one whose work is primarily with the teachers and secondarily with the children. We believe that the medical director of every city school system should give lectures regularly to all the teachers on the detection, correction, and prevention of physical disorders.

We intend this coming year to play up strongly the care of the physical child. In this number we include a paper by Dr. E. B. Hoag, medical director of the Berkeley schools. We are planning to run articles by Dr. Gulick; Dr. W. F. Snow, Secretary of the State Board of Health; Dr. Oliver P. Jenkins of Stanford University; Geo. L. Leslie of Los Angeles; and others who can lead us into full light. Let us all wage a crusade this year for the physical child.

## THE RELATION OF HEALTH TEACHING TO DOMESTIC SCIENCE TEACHING\*

DR. ERNEST BRYANT HOAG

Medical Director of the Berkeley Schools

---

Domestic Science is taking a rapidly increasing place of importance in our public schools. Its methods of presentation, however, have changed but little. The rapidly improving curriculum of the schools makes it necessary that domestic science should now more completely adapt itself to these new conditions, if it is to remain an important factor in public school education.

Hygiene in the past has had little or no place in courses in domestic science, and this in spite of the fact that here more than anywhere else in the schools there is offered a splendid opportunity for its most practical applications. It makes very little difference what particular phase of hygiene is taken up first, or is there any special merit in so-called *logical order of presentation*. Hygiene in the hands of a well qualified teacher is a very elastic subject which may easily be made to adapt itself to almost any part of the domestic science course.

There is too much slavish adherence to mere *methods* in teaching, and these same "methods" often sap the whole vitality of a subject.

Just at present there is a great revival of interest in matters pertaining to health.

As far as the schools are concerned, perhaps it might better be called a *revolution in methods of teaching*. The old idea of attempting to teach health by means of memory feats in elementary anatomy, and rather inaccurate technical physiology, is rapidly being displaced by common sense information about the things of real life, things which have to do with a healthful, and therefore, useful life.

In this subject, as in some others in the schools, memory about things not necessarily useful, is being supplanted by knowledge which may be applied *at once* to daily life as we find it. One of the most pernicious things about our whole educational system consists in just this fact, that *memory* about things is often confused with *knowledge* about them.

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\*An address to the Domestic Science Section of the California Teachers' Association, December, 1909.

This strange, illogical, stubborn, survival of an ancient misconception about education, pretty much permeates all our schools from the lowest grade, through the high school and even the college. Its effects are far reaching and blighting. They blight the life of the teacher, making of him a slave to "method" and a more or less helpless follower of others. It kills originality in both teacher and pupil, and worse than all else, it gives the pupil a false sense of educational security, and leads him to constant self deception about his own powers. This narrow, dangerous limitation of true educational perspective can in no way be better corrected than by the proper teaching of such things as manual training in its various phases, domestic science, physical education and other activities more or less motor in character. In these things, the pupil must actually "deliver the goods."

No amount of self deception on the part of a teacher or his pupil can make a bad piece of work in wood appear good.

In physical training, a boy can either do a given thing or he can't, and his actions demonstrate to all who have eyes to see whether he has learned his particular lesson or not. In domestic science the same thing is true, and knowledge here is recognized only through ability to demonstrate it practically and usefully. Hygiene is useful in school courses in so far as it better fits boys and girls for their everyday environment. Successful life consists in a constant series of adjustments to such environment and only those succeed in these adjustments who have been carefully taught. In the past, man had to learn very largely by experiment and experience (and experience is only a sort of unconscious, unpremeditated experiment), and his life was short. To-day we can learn very largely by the experience and experiments of others, and man's life has more than doubled in length of years in the best countries of the world.

It is most amazing that the very lessons in life adjustment which are most necessary to enable us to meet the relentless struggle for existence, in which every living thing must take part, to say nothing of that even greater struggle, which Professor Huxley called the struggle for *comfort* and *luxury*, it seems strange I say, that these are the very lessons which have, in the past been most neglected. Much of our education is still like that of the "Closet Naturalist" to whom Louis Agassiz referred when he said, "When he goes out of doors to seek nature he can not find her, having studied only her lifeless forms."

The study of hygiene in schools has been largely concerned with lifeless forms, and when the pupil goes out into the world he falls an easy victim to the ever present enemies of health because he doesn't recognize their presence. More than forty years ago Professor Huxley said that an education is that acquirement of knowledge which enables us to meet our physical environment successfully, and he protested then against the existing school methods of England which taught only traditional subjects which had little relation to the physical life of the world. Emerson said that life is an achievement of importance because of the intense struggle for existence. But Emerson did not know how the struggle might be lightened and directed into more efficient channels. To-day it is possible in our schools as never before, to lighten this struggle for life, for health, and for happiness, simply by teaching how to make direct, practical applications of existing knowledge.

Dr. Welch has said that the death rate might be cut in two were one to apply the existing knowledge of hygiene to present living conditions.

Domestic science is household science, or home science. The vital part of the education of the child ought to take place largely in the home. This sort of education should be related to the practical problems of living. In time the home will perhaps take upon itself these important duties, but for the present they devolve upon the school. The domestic science course must be something more than instruction in how to properly prepare food for the table, or make a dress. No girl, says Ellen Richards, should be given a diploma until she can buy material for a day's food at a given price, can prepare that food appetizingly, clear away and dispose in a sanitary manner of all wastes, until she can buy the material and make a dress and trim a hat, . . . until she understands the essentials of sanitation. These simple elementary principles of safe daily living the state has a right to demand of its citizens, and at present the public school is the court of judgment as to fitness for citizenship.

Hygiene may be introduced at almost every part of the domestic science work, and it will add to its interest immensely. Miss Hyams says in this connection, it should be related directly or indirectly to the practical problem of living, and its application to health and life should be made wherever there is an opportunity. "The campaign against disease must be chiefly fought in the home."

The applications of hygiene to home science can be made under the various topics as they are already ordinarily presented. For example, we may select the following divisions:

1. The location of the home.
2. The furnishing of the home.
3. Care of the home.
4. Food and cooking.
5. Clothing.
6. The home garden.

With each of the divisions one may easily relate the most important lessons of hygiene in a manner which will be direct and full of meaning and interest.

Take the subject of clothing for example, and the following ideas suggest themselves: What is the relation of quality of material to warmth? What has quality of material to do with the proper care of the skin? What are some of the common errors in regard to dress as related to health? How may clothing be properly adapted to various temperatures and climates? What is the relation of ready-made clothing to the sweat-shops and to the transmission of contagious diseases?

What relation does the sweat-shop hold to individuals sick with tuberculosis but still capable of light labor? What is the relation of sweat-shop work to child labor? What diseases may be carried by our own clothing and how? How may this be avoided? What relations are there between occupation and health? What are the particular dangers associated with the manufacture of cloth and the making of clothing? What are some of the relations existing between disease and the sale of clothing? What about the unhealthfulness of work in large stores where clothing is sold? What is the "Consumers' League" and what it is accomplishing?

Turning to the topic of food an equally great or even greater variety of hygienic topics may easily be introduced. The question of pure food laws at once suggests itself. What has already been accomplished by means of these laws? What improvements in these laws are needed? What diseases are carried by meat, and how may they be avoided? How is meat inspection carried out? Are the methods adequate? How does ptomaine poisoning occur and in what kinds of food is it particularly likely to occur?



What is the meaning of the various processes of food preservation? This last topic alone introduces the whole subject of bacteria, yeasts, and moulds in the home and suggests many simple, useful experiments which may be performed in any kitchen.

I know from practical experience that the average young woman in college can not explain the meaning of the simplest processes of fermentation and decomposition, or can she explain in simple every day chemical language why bread rises when yeast is added to the dough, or why moisture and heat are necessary to the process. She can not ordinarily give you the least idea of how vinegar is manufactured, how soap is made, how the various dairy processes are carried out, such as the making of cheese and butter. The simple chemistry and biology of every day life is to her a closed book and consequently the most foolish errors of acting and thinking are common to her in the home. The relation of proper eating habits to good health are hardly ever understood by our pupils in the schools or even by our students in college, yet domestic science offers unexcelled chances for teaching this phase of hygiene.

If the necessity for proper mastication of food were grasped fully by every pupil in the schools, the great American disease, dyspepsia, would soon largely disappear. It is my belief that not one pupil in one hundred has the slightest notion of the necessity for proper habits in eating and drinking. In this respect most adults have not entirely passed by the barbaric habits of their early progenitors whose customs of life permitted some things which ours do not. In the various subdivisions of home science many hygienic topics can be introduced, such as proper methods for the disposal of wastes, the proper care of household garbage; insects as carriers of disease, with particular attention to flies in relation to uncovered garbage cans, manure, and unscreened windows, and mosquitoes in relation to stagnant pools, rain barrels, and unscreened windows.

Milk hygiene will furnish a most important topic on which much time should be spent. The same may be said of water supplies and the purchase of clean food. The carefully prepared housekeeper will know where the milk supply comes from, and will visit the dairy or in some other way satisfy herself that it is pure in a clean manner. She will know whether the water supply is pure and safe, she will make sure that it does not come from a river or lake into which a town or city empties its sewage, or from a well into which a toilet drains. She will

not accept meat from a market, where it is exposed to dust, flies, and infection, or where it may be treated with chemicals to prevent it from spoiling when old. She will not patronize an unhygienic grocery-store where fruits and vegetables are exposed for sale on sidewalks and other open places. She will buy her bakery goods from clean bakeries, not from places which are unventilated, full of gases, exposed to flies and other insects, and handled by people with filthy hands and habits. The special advantage of this sort of training for the future housekeeper, lies in the fact that the topics are correlated with something *tangible*, and immediately applicable, instead of being vague, isolated, unrelated facts to memorize but not necessarily to use. Our students in the high schools and colleges are not informed about many of the commonest things which have to do with healthful living, though they can often tell you about the insertion of the biceps muscle. A young college girl of more than average ability gravely informed me the other day that oysters *live on sewage*, that bacteria and yeasts are the same sort of things, that vaccine for smallpox comes from a horse's blood, and gave me similar sorts of twisted misinformation. Not one of an entire domestic science class in one of our best high schools could tell me any more about malaria than people knew fifty years ago, and it was interesting to observe that the same superstitions then prevalent were pretty accurately preserved by nearly every one in the class.

Only one knew whether or not milk as delivered in cities is usually clean and wholesome, or what, if any, diseases may be carried by it. Not one had any idea of the widespread prevalence of typhoid fever, how it is spread, how much relatively it costs this country every year, or how it might rather easily be prevented.

Our pupils pass through the schools entirely ignorant of the relation of health to efficiency, of health to earning power, of personal health to national vitality. The idea that the physical integrity of the family, the community or the nation is in any way dependent upon the practice of simple health principles rarely occurs to any student in our whole school or college system. That a nation is an organism, subject to the same laws which govern the organic world of animals and plants, has hardly yet sunk into the consciousness of the public.

Dr. Jordan rightly says that whenever men use a nation for the test, poor seed yields a poor fruitage. In the most progressive countries every

attempt is now being made to improve the seed, in our schools, that is, the children, themselves. This attempt to teach health to the children in plain, direct language is seriously interesting school men, for now they realize that good citizenship depends largely upon the vitality of the seeds from which citizens grow.

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MY HERITAGE

MRS. MARY B. WILLIAMS

Sebastopol, California

---

No gold my mother had to share,  
Nor lands to leave by right of birth;  
Her legacy was far more rare—  
A constancy of royal worth.

To one she gave her crown of bay,  
Another has her sweet-toned voice;  
That I might climb Endeavor's way,  
She left her Alpenstock of choice.

When narrowly I miss the trail,  
I feel the impress of her hand;  
When doubts or fears my feet assail,  
I trace her footprints in the sand.

But when I rest in higher spheres,  
And sate my soul content the while,  
Down through the misty veil of years,  
I see the heaven of her smile.

And so I use it day by day,  
This blessed heritage I know;  
Or else my feet had lost their way,  
My heart been broken long ago.

## MUSIC CONFERENCE AT THE C. T. A.

VICTORINE HARTLEY

Supervisor of Music, Berkeley, California

---

**A**T a meeting of the Supervisors of Music during the California Teachers' Association held in San Francisco, it was decided to outline a definite plan of work for the year 1910. It was found that there is an awakening in "things musical" in all sections of California. In the cities and towns where supervision is possible, music has made rapid progress and is becoming an important feature of school life. In rural districts, school boards and teachers are earnestly seeking information and knowledge of the value and technique of music. All are beginning to realize that music is the "universal language of all the earth," the "precious heritage and inalienable right" of every human soul; that it has more power to awaken and stimulate mental activity than any other subject; that it has more power to induce clear, quick thinking, to concentrate attention; that it more surely reaches the aesthetic and emotional nature of the child and lifts it up into a high moral plane.

We, as educators, can not afford to be anywhere else than in the lead of this upward movement. There are, however, problems to solve, obstacles in our way, and difficulties to overcome; and it is to meet and overcome these that we plan a state-wide conference.

Through the courtesy of the SIERRA EDUCATIONAL NEWS, the carrying out of this plan has been made possible. It is hoped by the management that a copy of the NEWS will soon be placed in the hands of every California teacher, thus uniting our forces and bringing the whole teaching body more closely in touch with all school activities.

The pages of the NEWS have kindly been placed at our disposal, and in each issue we hope to have a few words of encouragement and help. We aim to be broad in our ideas and, at the same time, definite; we wish to touch directly upon the vital points of schoolroom music; we intend to deal directly with schoolroom problems.

We sincerely hope that any one needing help will feel at liberty to ask. We want a free expression of opinion. Letters to the writer (who is the president of the Music Section of the C. T. A. for the coming year) will be appreciated and cheerfully answered. Let us pull together for the common cause of more music and better music in our schools.

## A MORE EFFICIENT STATE SCHOOL SYSTEM

MARK KEPPEL

Superintendent of Schools, Los Angeles County

**T**HE school system of California is distinctly a State System. The test of any system of schools is its efficiency.

Does the school system offer an opportunity to all children to attend school and does it give them that education which they need?

The answer to both these questions must be in the negative, for more than 1,500 children living in remote sections of the State have not a chance to attend school, the populous districts have an advantage over the sparsely settled districts, and many children throughout the State leave school for various reasons, chief of which is the one that the school either does not meet their needs, or prescribes work for them which they can not do.

Briefly then let us proceed to a discussion of the defects which must be removed, and of the requirements which must be met if we are to have a more efficient State School System.

### (1) We need more districts.

The law guarantees the life and support of any school district which maintains school for at least six months in each school year, and has an average daily attendance of more than five units for the year.

The law permits the organization of a new district whenever heads of families representing 15 census children residing more than two miles by the most direct traveled road from the nearest school in their district, or districts, petition for a new district.

The number of required census children should be reduced to eight and the average attendance requirement should be maintained.

Such a change in the law would mean 200 more districts and school facilities for from 1,500 to 2,000 children now deprived of the same because they live so very far from any school house that attendance is impossible.

### (2) We need more money for the One Teacher Districts.

It requires the highest kind of teaching ability for one person to teach a school of 8 grades and less than 40 pupils. Fully 2,500 of our 3,200 school districts are of that kind.

Such districts receive proportionately less money than do those which have two or more census teachers; and they are unable to supplement their income from State and county funds by adequate district

taxation because they are relatively much poorer than are the populous districts.

Teaching is easier and the pay is better in the populous districts. Hence the populous districts attract all teachers and secure the very best.

Teachers are not deserving of blame because they seek and secure the best places rather than the less desirable ones. Our 2,500 rural schools ought each to receive more money from the State, so that they would have a fair chance with all districts in securing the best teachers.

Each district receives \$550 per census teacher and whatever amount its average daily attendance earns. The law should be changed so as to allow each district \$900 for its first census teacher, and \$550 as now for each additional one. This change would provide enough money so that each district employing only one teacher could pay \$100 per month for nine months. City school districts like San Francisco, Los Angeles and Oakland pay more now.

These two changes would make it necessary to provide about \$1,100,000 more money than is now provided. If this all came from the State it would mean an increase in the State tax rate of 5 cents on the \$100.00, but it will not all come from the State school fund, because the legislature will compel the populous and wealthy districts to provide a little more money by local taxation to replace the part of the State fund diverted to the poorer districts.

Probably the State would bear 2-5 and the rich districts 3-5 of the burden. No matter how the money be provided, it will be a splendid investment paying rich dividends in an output of nobler manhood and womanhood.

### (3) We need an Automatic School Income.

Variability of income tends to extravagance in expenditure and inefficiency of product. The income of the schools should be as nearly automatic as an income can be made, and should vary only as the number of children to be educated varies.

As matters are now the State fund raised by taxation is fixed by the census of one year apportioned on the censuses of the succeeding two years. This means a variation of as much as \$1.00 per census child and compels changes of from one to three weeks in the length of the school terms and subsequent changes in the teachers' salaries. This makes for inefficiency in the work of the schools.

The county school fund is provided under a law of doubtful validity, hence many Boards of Supervisors levy whatever they please and ignore the requirements of the law.

Districts may or may not tax themselves, hence there is great irregularity of income from this source.

If the amount of money to be received were fixed within reasonable bounds, one of the greatest temptations to laxity and carelessness in expenditure would be removed.

The invested State school fund has nearly reached its full size because our State school lands are nearly all sold. This fund ought to grow as the State grows. If the legislature would allow the schools \$250,000 a year more from the collateral inheritance tax, and would cause this allowance to be invested as a part of the permanent interest bearing State school fund, that part of the State school fund would grow in proportion to the State's growth and help to maintain the school fund within regular bounds.

Some School Boards retard the efficiency of their schools by neglecting to use all the money provided for the year. Such neglect should be punished by loss of the unused funds, unless the failure to use all of the funds was due to causes other than the desire to practice so-called economy.

Low salaries and short terms must be paid for in future years, must be paid for at the expense of the children whose parents kept salaries down and shortened school terms.

- (4) (a) Why Children Quit School;  
and (b) How to Keep Them in School.

There is something radically wrong with the schools from the sixth to the ninth years inclusive. Boys drop out in multitudes about the sixth year, and both sexes drop out numerously in the ninth year.

The ninth year loss is largely due to the entrance requirements of so many of our high schools, namely, Algebra and Latin. If there be any divine virtue in either or both of these subjects, what is that virtue? May not people be educated and yet not know either Algebra or Latin?

The sixth year case is different. Three causes seem to enter into it. First—Boys must go to work.

Second—Women teachers misunderstand boys at this period of life.

Third—The work given is wasteful of time and unsuitable for the boys.



The necessity which compels boys to go to work about the time they reach the sixth year of the public schools, is a government concern. The government ought to see to it that the necessity which compels boys at this age to go to work is removed. If it can not be done in any other way the State should provide a small income equal to what the boys could earn for the support of the families until the boy finishes his education. We have a State law which provides that for parallel work, teachers shall receive the same pay without regard to sex.

In theory this is a most excellent law, but in practice it does not work well. One person can live more cheaply than two, or three, or four, or five. Most of the men who are engaged in teaching, have wives and children to support. They can not compete with women who are teaching in the same grade and have no one to care for except themselves.

If no other solution for the problem is offered it seems to me that the State ought to pay a reasonable sum toward the support of the babies in the family until those children reach the age of say ten years. And this is true not only of the babies belonging to school teachers, but to babies belonging to families in all walks of life.

It is right for Roosevelt to glorify the big family and to decry race suicide, but it would be infinitely more right if the State bore a part of the burden that the big family imposes upon parents while children are small. Poverty grips the family hardest when the children are smallest. When the children get older they can help. If the State would have larger families the State should see to it that it does not, by its failure to assist in the rearing of such families, penalize and punish those who have large families. If the State allowed only a small sum, say \$100 per year, for the care of each child under ten years of age, many more men would be able to enter the teaching profession, and the second reason for children's dropping out of school would not exist.

The unsuitableness of the work given in the sixth, seventh and eighth grades is astounding. It consists of Sailor Geography;

War Stories—misnamed History;

Dissection of Gems of Literature—miscalled the study of English.

Technical Grammar—instead of genuine language teaching; and

Physiology and Hygiene, so-called, meaning the memorizing of the

names of all the bones, muscles, etc., and the studying of statements which the teachers by their conduct denounce as untruths.

How shall we meet these educational conditions?

In the subject of Geography we must teach more of what man has done to change the surface of the earth and make it habitable. We must give the children the story of man's success in subduing the earth. We will have to deal with road making, canal construction, harbor building, irrigation enterprises, and the like, and teach the old so-called geographical facts incidentally instead of teaching them as the main things.

We need a new History which shall reduce war and elevate industry, society, art, literature and the achievements of peace; which shall glorify the heroes of peace, giving to such men as Lord Cromer for his triumph over the Nile, and Epes Randolph for his victory over the Colorado, the glory and praise which these and similar magnificent triumphs of peace so richly deserve.

We must teach the masterpieces of literature in the way that rational and sensible men and women read. The holding of post-mortem examinations upon literature of any kind is invariably of most powerful force for expelling children from the schools.

Instead of teaching technical grammar we must teach our children to speak correctly. Until the vernacular of the child outside of school and free from the compelling presence of the teacher, improves materially, the teaching of language will be a failure, and the only way to get this improvement is to give incessant and interesting oral drills in right speaking. The child is going to use a vigorous and virile speech. If we can not supply him with pure speech of that kind, he will pick up a ruder manner of expression having in it the power that he feels is necessary.

The teaching of Physiology or Hygiene must be completely changed. First of all the teacher must learn the truths that underlie good health;

Secondly, she must believe them;

Thirdly, she must practice them; and then she will be in a position to teach Physiology and Hygiene as it ought to be taught, for in this subject the teaching by example far outweighs all the force and value of precept.

In teaching Physiology and Hygiene we must emphasize the value of pure air, the necessity for cleanliness and the high virtue of simple living and the power which the state of one's mind has over one's physical condition. We should familiarize the children with first aids to the sick and the injured and with the virtues and values of simple and natural remedies.

Our high schools, at least the larger ones, must take up the six year high school course and must relieve our already over-crowded universities.

Teachers should not be allowed to graduate from our training schools until they have a real and usable knowledge of the great literary treasures of our language.

Reading is the source of ideals. The average of the ideals of the American people is confessedly below what it should be.

Proper literature teaching in this generation will give us a tremendous advance in ideals in the next generation.

The elementary schools must link themselves with living things and train the hands of the pupils and in that way develop their mental and moral natures.

God's best blessing is manual work.

Manual work makes men and women.

Manual work develops character, and if this kind of work be not so exacting as to bend the back and break the spirit of him who performs it, it makes greatly for nobility of character.

(5) We need less of Politics and more of Efficient Supervision in our schools.

The next necessity for a more efficient school system is the elimination of that thing, which for want of a better name we sometimes call politics, sometimes the spoils system, and sometimes graft. How shall we eliminate this evil condition from the schools? There are those who say that the proper way to do it is to appoint the Superintendent. This may be the way, but I doubt it.

The story of government is the record of a ceaseless struggle between greed on the one hand, and humanity on the other. When greed rules we have a despotism, when humanity rules we have a democracy.

Shall we escape greed's grasp upon the public school by substituting greed's form of government for the government of the democracy in our public schools?

The appointment of Superintendents has not been wholly successful. It has not eliminated politics and it does not always secure the best officials.

The election of Superintendents is not wholly unsuccessful. It often reduces politics to a minimum, it frequently secures the best officials.

We are agreed that politics need to be eliminated from the public schools.

I prefer democracy to despotism, and if need be, the errors of a majority to the wickedness of a despot.

We can most effectually eliminate politics by the quickening of the public conscience, by increasing our conviction that a public office is a public trust, and that whatever is the concern of all can not be a party question, and ought not to be settled upon a partisan issue.

Perhaps the most crying need in our public schools is for adequate supervision, and for a type of supervision which shall more than supervise. Which shall, in addition to its work of supervision, bring to the schools a high type of progressive leadership. In our rural schools the use of supervision is almost prohibited. It will be necessary to use a most rigid economy if we are to get adequate supervision. If there are any departments where economy can be practiced those departments need to be considered.

County Boards of Education cost the State about \$110,000 annually. This whole sum may be saved and used for supervision if the right kind of a substitute for County Boards were provided. To do this it will be necessary first of all to abolish County Boards as they are now constituted and then to increase the power of the County Superintendent. This increase of power should involve:

First—A qualified veto upon the election of teachers in all school districts not under the control of a City Board of Education and a City Superintendent.

Second—By giving the County Superintendent the powers now exercised by the County Board of Education.

Third—By giving him power to increase supervision where it is most needed and to lessen it where it is less needed.

Fourth—By giving him power to appoint competent supervisors at adequate salaries, for groups of schools.

## A PLEA FOR TECHNICAL EDUCATION

ALFRED RONCOVIERI

Superintendent of Schools, San Francisco

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**N**O other country in the world is so blessed in natural resources as the United States. Nature has been prodigal and the American people have been wasteful. At last, conservation and reclamation have become our watchwords in material things. These must be our watchwords in education. We have resources, we have power, we must develop skill. This can be done only through the application of science to the industries. We must learn that handicrafts have as much power in developing the mind and forming the character as have the dead things of the dead past. The greatest need of our American school is technical education.

In a recent trip abroad I paid special attention to technical work, and visited some of the most important technical schools of Great Britain, Ireland and France. In California we are lagging far behind these countries. The great lesson which Europe teaches us is that we must pay far more attention to technical education if we would successfully compete in the world's great markets.

The modern trend of events seems to indicate that the prophecy of Crown Prince Frederick after the Franco-Prussian War of 1870 will soon be realized. He said: "Germany has conquered on the field of battle, and she will conquer in the field of commerce and the industries."

There is a serious conviction in both England and France, but in England especially, that the Crown Prince's prophecy is becoming a realized fact. The immense development and progress of technical education in Germany is in a large measure responsible for the great power and prosperity of her commerce. With the example of Germany as a stimulus, recognizing that her wonderful advance in the industries is to be traced to a very large extent to her technical training schools, Great Britain is exerting every effort to create and support an elaborate system of technical schools which shall be the means of retaining her immense trade.

In France the development of art, as applied to the industries, had been successfully taught in technical schools long before the establishment of the present technical education systems in England and Germany. In the higher arts and crafts, the products of French industrial

taste and intelligence are the direct result of special training along industrial art lines, and continue to maintain their supremacy in the markets of the world. It must be admitted by all thinking persons that the nation having the greatest average industrial efficiency is most certain to rank first in its invasion of the world of trade; and the governments of Germany, England and France realizing this, are putting forth every effort in support of their technical schools. This battle for the conquest of the world's markets, though peaceful, is none the less severe, and is attracting the serious attention of American manufacturers, importers and exporters.

The field of battle is the manufactory and the counting-house. The battle is bloodless but none the less intense, and those captains of industry will win whose industrial army is best equipped with technical knowledge. Confronted as is the United States by the great advances in technical and industrial education in the leading countries of Europe, the question naturally arises, Where will our country stand when our immense natural resources begin to wane, unless we teach the sciences of agriculture and industrialism?

In Europe not only the Trades Unions approve and collaborate with the school authorities in favor of technical education, but also the manufacturers, chambers of commerce, philanthropic and economic associations. Each of these gives to the cause the fullest measure of its strength and influence and assists in the creation of the new education that is to develop and solve the great economic and social problems of these nations.

My itinerary abroad included a visit to the schools of Dublin and Belfast, to the schools of Glasgow and Edinburgh, to the schools of Manchester, Birmingham and London, and to schools in Paris.

Among the schools which I visited and from which I formed my impressions was the Belfast Municipal Technical School. This school and its equipment cost \$1,000,000. It is a magnificent building and modern in every sense. There are 5,000 pupils in attendance, about 500 of whom attend in the day and 4,500 in the evening; and Belfast is a city of only 340,000 people. A boy must be not less than 12 years of age and have passed the sixth standard of the National Schools before he can be admitted. The principal object of the trade classes of this school is to provide a specialized training for boys who are

intended for industrial occupations. While due regard is paid to the subjects of a general education, special attention is devoted to imparting a sound training in the elements of science, and in science as applied to local arts and manufactures such as mechanical engineering, naval architecture, the building trades and the textile industries. The complete course covers three years, and includes besides theoretical instruction practical work in the laboratories, the workshop and the drawing school.

Boys who take the complete course are in a position to enter on their life work in the mill, factory, or workshop and soon outstrip the lads who have not had these advantages. The evening classes are intended chiefly for apprentices and journeymen who work at their trades in the day time and who wish to obtain a thorough grasp of the fundamentals of their own or allied trades. It is not an object of these classes to teach a trade; but the aim is to make the progress of the apprentice more rapid, and to give him a broader view of the trade with which he is associated and to enable him to acquire a familiarity with trades closely allied to his own. All classes of Irish society attend the evening classes. I saw young women who had come in automobiles, seated beside poor girls who had come with shawls on their heads. This great school has a distinct social leveling tendency. The magnet that draws all these people together is the knowledge that a practical education that will train the hand and eye as well as the brain can be obtained at reasonable cost.

In the evening school I visited the classes in housewifery. It was a most interesting sight. The young women ranging from 18 to 30 years of age were cooking on coal and gas ranges, roasting meats and making soups and bread. Others were washing and ironing in the laundry class; others were learning to sew, darn and mend. Some were engaged in dressmaking and millinery; others were learning the chemistry of the kitchen, the use of caustics, the making of soap with the waste fats of the household, dyeing fabrics, etc. I was informed that many of these students were young married women whose education in domestic economy and homely house duties had been neglected as single girls, and who attended these classes so as to make their homes more pleasant and to learn true housewife economy and thrift. The demand for a bread and butter education would be just as great in California if we would only establish institutions like the Belfast school.



In Glasgow I visited several interesting schools. The Glasgow Athenaeum Commercial College besides giving a thorough course in commercial subjects, also has special classes to teach bank clerks, railroad clerks, insurance clerks and shipping clerks. There is also a specially strong department of music in this school. In the evening school I heard a large and splendid orchestra and talented vocalists, all students of this school, rehearsing with marked ability Haydn's Oratorio of the "Creation." It is the aim of this school to combine the essential elements of a liberal education with a thorough training in commerce.

In the Glasgow and West of Scotland Technical College, I found a school of even greater importance than the Belfast School. The students number over 5,000 in the evening and more than 600 in the day classes. The building is of brown stone, large, modern and imposing. Large elevators are provided for the pupils. This great school was built and equipped at a cost of £300,000. The equipment of the school cost over £60,000. The school was completed in 1905. In one large room I saw scientific apparatus and machines for hydraulic testing, which the principal told me cost £8,000. Every department of this great school has been as generously equipped as the hydraulic testing room. I saw everywhere at work, earnest, busy students. Most of the students were either apprentices or journeymen in the various trades. I visited the bootmakers', the tailors', the millinery and dressmaking classes, the plumbers', the machinists', the sheet metal classes, the bakers' and confectioners', the weaving, dyeing and bleaching classes, motor car engineering, naval architecture, and the electric engineering classes. The impression which one receives after visiting this school is that through unity of action and a sensible understanding of the purposes of the school on the part of manufacturers and Trades Unions, perfect harmony prevails in its management. This co-operation between employers and employees extends to all the trades. The Unions of the various crafts assist the school and recognize it as a friend. It would be mere repetition to describe similar institutions which I visited in Edinburgh, Manchester, Birmingham and London. In all of these cities every effort is being put forth in support of technical and industrial education. The buildings and equipment far surpass anything of the kind in California.

In France, manual training and technical education in all the schools hold a strong place in the curriculum. The French system of industrial schools is highly developed. Machinery models, laboratories and general equipment are of the highest order and have been lavishly supplied to these schools. For example, the equipment and school plant of the Central School of Art and Manufacture in Paris cost over \$2,000,000. Special trade schools exist in which shoe-making, carriage making, furniture making, and metal working are taught, together with practical schools of commerce and industry, in all of which tuition is free. The instruction is both theoretical and practical. In the "Bouffe Municipal School" of Paris, which is a type of several schools which I visited, I saw students at work in cabinet making, producing real furniture of most beautiful design, instead of the small sloyd models made in many of our schools. They were learning upholstering, woodcarving, sculpture, application of art to bronzes, goldsmith's work, jewelry, and iron-work. In this school the application of the arts and sciences to the furniture industry predominates. It was founded in 1866 by the City of Paris with the object of creating skilled workmen and educated artisans capable of maintaining the traditions of taste and the superiority of the genuinely Parisian industries, in the production of artistic designs in furniture. It is essentially a trades school. The students pass through a real apprenticeship, and, at the same time, receive a scientific high school education, appropriate to the profession they have chosen. The boys all wear jumpers and overalls, and the school looks like a busy factory. The pupils must be not less than thirteen years, nor more than sixteen years of age to enter. In the course, instruction is given in industrial economy, industrial drawing and geometry, lectures on the history of art, art designing, clay modeling and water color painting. In manual training, instruction is given in moulding in sand, inlaying, blacksmithing, wood turning, joinery, upholstery and jewelry work. The pupils are required to visit manufacturing establishments, the great museums of the Louvre, and work in them under the guidance of the teachers. The annual expense of this school is two hundred and fifty thousand francs. Everything is furnished free to the students.

What particularly distinguishes French technical industrial education is not only the splendid organization of the courses of study, but

the variety of types of technical schools. Such institutions as I have mentioned are the glory of the country that possesses them. These splendid technical schools, the great museums and schools of applied art, are the inspiration from which French artisans, both men and women, derive their keen sense of the beautiful, and develop that delicacy of touch which they apply with their natural artistic instinct in the pure realms of decorative design, with the result that their creations compel the admiration of the world of modern fashion. This kind of education brings to France a never ceasing stream of the world's gold, in return for what? A touch of art more skilfully executed on account of training than is possible to the artisans of any other country in the world. Does industrial art and technical education pay? I declare emphatically that it does. Our American complex and ever changing industrial conditions demand of our youth that they perfect themselves in technical education. For these changing conditions require men of skill, men who understand the fundamental sciences that underlie all physical inventions. The sooner we realize the advantages that technical education will give to our children and posterity in the international contest for supremacy in the industries and in agriculture, the sooner we shall begin a forward movement that will place us in the vanguard of nations.

The general provisions for technical education in California, and especially in San Francisco, are as yet incomparably inferior to those of European countries or even of our Eastern States. We must make the humiliating confession that practically nothing is being done in the public schools of California that compares with the splendid schools and liberal provisions made for technical education abroad. In California we have been drifting helplessly along, in traditional old lines, and traveling in old ruts, falling behind in the great technical education race. European countries are awake to the situation and the incalculable prize is the control of the markets of the world.

I hope we shall soon awake to this most vital educational need by making liberal provision for great technical and industrial schools in every city and town of our State. To do this successfully, we must awaken the interest of *all* our citizens, and as far as the teaching of trades is concerned, we must secure the intelligent co-operation of capital and labor in the management of these schools or they can not succeed.

We can not close our eyes to the fact that our Spanish-American trade is slowly but surely slipping away from us, that German, English and French commerce and manufactures are acquiring a foothold in neighboring Spanish-America, and supplanting American trade to such an extent that, unless we do something and do it now, we shall lose the rich trade of our neighbors. We must act. We must employ all the means at our disposal while it is yet time. We must educate our rising generation in the commercial and technical arts and crafts.

Power and superiority will incontestably belong to energetic, intelligent and highly skilled people whose spirit of initiative is well developed. It is only through technical and vocational schools that we can develop the skill to defend our threatened industries in the markets of the world, and keep our country in the first rank of the great nations. While we must train our youth in the power to know, we must—to meet the demands of modern life—also train in the power to do.

If we can not, at once, establish such great schools as those I have described, we may at least work toward them and, perhaps, overtake and surpass them. As a beginning I would recommend:

That all our manual training and domestic science centers be open for evening pupils.

That all commercial and polytechnic schools conduct evening sessions.

That as rapidly as possible, more technical and agricultural schools be established by the State, the counties, and the cities.

That agricultural and technical courses be established in all country high schools, and technical courses be added to all city high schools.

That the teachers of California put forth most strenuous efforts, through the press, the pulpit, the platform and private conversation, to arouse the patrons of our schools and the legislative authorities to the needs of technical education.

In conclusion let us realize that we in California are facing the grandest future of any State in the Union. With no traditions to hinder us, or wed us to conservatism, we should take advantage of our patrimony by enlarging the scope of our education, and make it include the technical and utilitarian subjects in order that California may stand forever, pre-eminently the greatest State in the greatest Union of States that the world has ever known.

## A WELCOME TO THE NEW SAN FRANCISCO

KIRK HARRIS

President San Francisco Convention League

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AS president of the Convention League, speaking for the people of San Francisco, it is with a feeling of almost exultant pride that I welcome the teachers of California to the rehabilitated metropolis. Not three years ago, Will Irwin, a writer who knew better than most men, the spirit of our people, in "The City That Was," sounded a requiem to San Francisco's glories by predicting the passing of the old life and color with the destruction of our famous show-places and resorts. But even this loyal San Franciscan, who confessed that he would rather be a "plugged nickel in the ruins of San Francisco than a shining double eagle in any other city in the world," underestimated the lion-heartedness of the people who are so much pleased to-day to be able to entertain the educators of the State. We are glad to show you that we have not been sluggards, but, on the contrary, we are building a city that when the Panama-Pacific International Exposition is opened here in 1915 will be the "Marvel City of the World."

The Convention League expects to bring many great assemblies to San Francisco. In fact we have already secured seven national and one international convention for next year, but the greatest source of satisfaction to us is that the educators of our own State should be our first guests. Who can and who will do so much to spread the story of our rehabilitated city as the teachers? To whom can we look to have this marvelous work so faithfully described as to you? On whom can we depend so well to present a word picture of the great accomplishment of our people, so that it will make a deep and lasting impression on the minds of the children of the State? No class occupies a position of greater importance than the teachers. We realize that you are a great power for enlightenment, and that is why we want you to take home with you the most vivid picture possible of the newer and greater San Francisco and its attractive surroundings.

If we had fine shops before the fire, we have great department stores now. Do not fail to visit those magnificent emporiums of art and commerce on Market, Grant avenue and the tributary streets, where are gathered as choice collections from the world's marts as can be found in any big city of the East. Visit the Union Iron Works, the cradle of the Oregon and other mighty engines of war that have figured

in naval history. San Francisco's Mint invites you, where you may learn every process in the coinage of American and insular money. Nowhere except in the Library at Washington will you see more beautiful examples of the marble workers' art than at our Federal Post-office, which cost the Government \$5,000,000. The opportunity is also afforded you to see the agricultural and mineral resources of California displayed at the State Board of Trade. The St. Francis, Palace, Fairmont and all the other hotels extend a warm welcome to the teachers to thoroughly inspect the comforts and advancement of modern hoteldom. In this connection you will doubtless be interested to know that there are now one hundred and forty-two hotels in San Francisco, all but twenty-six of which are absolutely new. These contain fifteen per cent more rooms than before the fire. It is no exaggeration to say that no other city in the world has such modern hotel accommodations.

The fire destroyed newspaper plants which were the equal of even those of New York, but to-day you will find in the press and composing rooms of the Chronicle, Call, Examiner, Bulletin and Post, equipments that are such marvels of mechanical ingenuity that you will miss a great educational treat if you do not avail yourself of the chance to inspect these great incubators of the world's news.

One of the largest sugar refineries is open to you, as well as a coffee and cocoa plant, and there are many other instructive industrial institutions which would occupy your time for a month if you could remain so long. The chance is also afforded to visit the Government Navy Yard at Mare Island; to see the great redwoods in Muir Woods and study the geology of the Peninsula from Mt. Tamalpais, the grandest mountain trip in the West; to inspect the big disappearing guns forming the harbor defenses located in the United States Military Reservation at the Presidio; to see the most beautiful artificial park in America, terminating at the grand old Pacific, which washes the famous Seal Rocks and Cliff House.

These suggestions contain manifold educational possibilities for the teachers. Few cities offer such favorable opportunities to study civic rehabilitation following one of the world's greatest disasters, coupled with open doors to factory and industrial pursuits. The lessons to be gathered here may be made of great value. We know you will improve

the opportunity to visit us in our stores, workshops and showplaces, so that you may see the wonders which have been wrought in three short years and be able to carry the story into the schoolroom, that San Francisco has risen from the ashes and has built a greater city to the glory of her indomitable people and the betterment of the entire State.

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AN EMPTY NEST  
ATHAN DAVID CUNNINGHAM  
Maxwell, California

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Among the gaunt, rain-rusted stalks concealed,  
Close-hollowed in the dark, damp mold,  
O poor, spurned habitat, you hold  
But wind-swept litter of the winter field!  
Time was when zephyr-parted blades revealed  
A wondrous fashioned dwelling filled  
With eager, untried life that thrilled  
The heart warm-pressed above it as its shield.

No more you feel the love-throbs of that breast,  
For weeks ago your tenants went away  
With no thought for the aching, empty nest.  
But hark! a song from yonder sun-lit spray!  
So shall I be content when life is done  
To hear my freed soul singing in the sun.

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LITTLE BILL GUESSED RIGHT

"This," said a teacher to her class of arithmetic, "is a unit." She held up a pencil. "This book is a unit, too," said she; "and these are units." And she showed them a ruler, a flower and an apple. Then she peeled the apple and, holding up the peel, said, "Now, children, what is this?" Silence. "Come, you know what it is," she urged. Little Bill's hand went up slowly. "Well, William," said the teacher. "Pleathe, ma'am, the skin of a unit."—*Christian Register*.



## A BACKWARD LOOK\*

SUPT. E. MORRIS COX

San Rafael, California

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The opening of this forty-third annual convention of the California Teachers' Association places upon my shoulders certain duties established by custom and demanded also by our needs. The year's work performed by a president gives him an opportunity to know better than he otherwise could know the needs of the Association and to foresee the steps necessary for its improvement. This message has devolving upon it the double duty of reviewing the year's work and of pointing out and recommending procedure for the future.

### Early History

There are few persons in California whose experience goes back over the whole history of the California Teachers' Association. The first meeting was held in 1861. The second one held in 1863 was a notable one. You have heard much of late years about the "Incorporation of our Association." We did this in 1906—three years ago. This year you have also heard much about the Association publishing the "Official Journal." We have in California to-day the statesman who proposed both of these things to the school teachers of California in 1863 at their second annual meeting. He is not a prophet nor a son of a prophet. He is only our school statesman; our wise leader; our genial friend; our most honored John Swett. A statesman is one who can see into the future and can build at the present to satisfy the needs of that future. John Swett is the builder of the California school system.

### What Incorporation Has Done

In December, 1906, at our meeting at Fresno, the Committee previously appointed to render a report upon the revision of the constitution brought forward a report recommending the incorporation of the Association under the laws of this State, and reported proposed articles of incorporation and by-laws in accord with those articles. Both were unanimously adopted. The reasons urged by this committee were that incorporation would secure:

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\*From the President's Address, California Teachers' Association, San Francisco, December 28, 1909.



- "1. Better business standing of the Association.
- "2. Businesslike management of our finances.
- "3. A continuity of work through a continuous management vested in a Board of Directors.
- "4. Control of program by the Association through its annual election of the President, who is given absolute control of the program.
- "5. Departments and sections as a real part of the Association."

The incorporation plan provided for a three-year term for members of the Board of Directors, and as we are now just completing this first cycle this is a fitting time to review the results of our work. Not at any time since our incorporation was organized has our treasury been without funds. Compare this with the constant state of bankruptcy which was the condition previous to the regular auditing of our accounts. At the first meeting after our incorporation, Dr. M. E. Dailey, the president, urged the establishment of a monthly journal published by the Association. Last year our president, Superintendent Moore, urged likewise the employment of a permanent secretary, which the incorporation made possible. Both journal and secretary unquestionably would have fallen by the wayside under the old system whereby each set of officers retired with the close of the annual meeting. But both, after a time, have been adopted and during the terms of office of those recommending them. The business standing of the Association is now never questioned, for our treasury has fared well because of the business methods adopted three years ago and followed to the present. In years previous the tedious operation of calling executive committees together was necessary in planning and arranging programs. To-day none of this is required. Departments were formerly a part of our Association by sufferance. To-day they are vital members. But it is unnecessary to tax you further with what incorporation has done for us. To those who are familiar with both the past and present of the Association it is self-evident; to others it would be too long a story to relate now. Those of us who were instrumental in bringing about the incorporation are proud of our handiwork and find satisfaction in so early a fulfilment of our prophecies.

### **Work of Legislative Committee**

The meeting at San Jose a year ago recommended many matters in reference to legislation. These were referred to the legislative committee, called together shortly after the close of that meeting. Bills in reference to the matter contained in the resolutions were prepared and presented to the legislature and urged before the legislature and the educational committees by our legislative committee and by the officers of the Association. We were exceedingly fortunate in having as members of the Assembly two schoolmasters, Hon. Geo. L. Sackett of Ventura and Hon. C. C. Young of Berkeley, who did much for education. This Association is deeply indebted to Dr. William Carey Jones of the University of California for his very valuable services as chairman of our legislative committee. Much good school legislation was accomplished. The following matters urged by the Association were adopted by the legislature and are now parts of our school law:

1. An increase in the funds for institute purposes in all counties having more than one hundred teachers.
2. A complete rewriting of the high school law. This incorporates nearly all of the points this Association urged.
3. A bill making it illegal for a high school student to join a fraternity.
4. Providing for medical inspection in schools.
5. A bill in harmony with the purpose of some constitutional amendments urged by the Association was fathered by Senator Martinnelli, making it possible to raise extra district money for the support of elementary schools.

In addition the Association was influential in defeating several very pernicious bills, and I wish to call attention at this time to this important work of killing injurious, thoughtless and pernicious school legislation. One member of the Assembly told me last year that it seemed to him that nearly every cross-roads in the State had some bill before the legislature on some sort of school matter.

### **Affiliation**

At the San Jose meeting a report was made by a committee appointed to consider the affiliation of the teachers' organizations of

this State, showing that there is a very widespread desire for such affiliation. This committee recommended that the incoming president should call a meeting of the officers of the various associations at an early date to accomplish a plan for affiliation. This report was adopted and the recommendation has been observed.

In January such a meeting was called, but the Southern California and State Teachers' Association were the only ones represented, delegates from the others being delayed by unavoidable causes. The whole matter was discussed, but no action was taken further than that Dr. E. C. Moore was asked to write an article for the SIERRA EDUCATIONAL NEWS upon the subject. This article outlining the reasons for affiliation and a basis upon which it might be accomplished, was published in the January number.

Later (in April) another meeting of the presidents was called, which was attended by the presidents of the Northern California Teachers' Association, Central California Teachers' Association, and the State Association. They drew up a definite plan for affiliation following the recommendations made by Dr. Moore. It was proposed that this plan for affiliation be presented to the various Associations for their consideration, and it was suggested that all Associations approve the general plan of affiliation and choose their representatives, giving them full power to act in all matters affecting the organization and operation of the affiliated body.

The plan recommended by the presidents of our four Associations was published in the October number of the SIERRA EDUCATIONAL NEWS, page 44.

At the meeting of the Northern California Teachers' Association at Red Bluff in October of this year, the plan was ratified, save for a change in the third paragraph making ex-presidents ex-officio representatives for two years. This is no doubt a wise change, but it is highly important that the purpose of the provision be maintained—the continuance of at least some of the representatives in office year after year. The executive committee of the Central California Association at a meeting in Fresno last March approved of the plan of affiliation. On December 24th, Southern California Teachers' Association unanimously approved the proposed plan. Nothing now remains to accomplish affiliation but for this Association to approve the plan

adopted, and for the Central Association to ratify the action of its executive committee.

Many of us have seen all too plainly the effects of our Associations working at cross purposes. We have likewise seen that differences of opinions and viewpoints are readily adjusted when people can be brought together. This is what affiliation can do. The most hopeful thing this year is the popularity of the plan for affiliation with the rank and file in our profession. The teachers in the county institutes have been enthusiastic over the plan.

### **Educational Journal**

The same report from the committee on affiliation recommended "That the Board of Directors of the C. T. A. be urged at once to consider the feasibility of establishing a high-class educational monthly journal with the hope that such journal may have sufficient merit as to fully warrant the State Board of Education in designating it as the official organ of the Department of Public Instruction."

The Board of Directors immediately proceeded to obey these instructions. Their negotiations resulted in the purchase in January, 1909, of the SIERRA EDUCATIONAL NEWS. This action was also in accord with the action of the C. T. A. at the meeting held in Santa Cruz in December, 1907, when the president, Dr. M. E. Dailey, urged the matter in his annual address. The work thrust upon the officers by the necessity of editing a monthly journal, and that specifically ordered to be "a high-class educational monthly journal," together with all of the regular duties and the additional work on the plan for affiliation has been no light burden. The president and secretary have especially felt the weight of responsibility, but it has not been either irksome or disagreeable. It was more than fortunate that the Board of Directors were authorized and found themselves financially able to employ a secretary who, since July 1, 1909, has been devoting all of his time to the Association.

### **Permanent Secretary**

This same report of the Committee on Affiliation from which I have already twice quoted, recommended at San Jose that the Board of Directors be urged to appoint at the earliest possible moment a

permanent salaried secretary, capable of directing the affairs of the Association and of editing any journal that might be established.

This recommendation was carried out even before the adjournment of the San Jose meeting, when our present secretary, Mr. L. E. Armstrong, was chosen. Since July 1, 1909, he has devoted all of his time to the Association. His is no easy task. The work of editing the journal, soliciting advertisements, securing memberships, selecting and soliciting proper material for publication, organizing the forces for managing a meeting such as this, together with many other matters I might enumerate, is no easy task and can be done by few. Our secretary has been untiring in his efforts and has met with real success in all of the duties falling to him.

### **The Work of The President**

The by-laws make the president solely responsible for the program. It is an easy matter to ask people to participate in a program. It is not so easy to choose the line one desires to have followed and get just the speakers he wishes without standing in the way of some who think that other topics and other speakers should be chosen. The presidents of the various sections have been most co-operative. The work for the year has been unusually heavy. But the pleasure in doing what I could do has been great, and I have deeply appreciated the honor and the opportunity which came to me so unexpectedly from you a year ago. I hope that I have been able to fulfil all that was expected of me.

The work to be done in the future is great. This Association can be none too careful in the choice of its officials who are to do this work. There is here a magnificent opportunity for doing good for the Association, but there is an equally good opportunity for the advancement of personal ends. The offices of this Association ought to be positions to be bestowed as honors upon the faithful workers in the Association who will take the positions solely that they may advance the cause in which we are engaged. These positions should be conferred not solely for work done in the cause of education, but also as an expression of confidence that those chosen will continue to work faithfully in the future.

## DECLARATION OF PRINCIPLES

Presented by the Committee on Resolutions  
Southern California Teachers' Association

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**T**HE Southern California Teachers' Association, meeting in its seventeenth annual convention, makes the following declarations and recommendations:

(1) We consider it to be reason sufficient for public congratulation that interest in education has never before been so deep and widespread as in this present year of grace; never before have all classes of society shown like measure of faith in education, both as a remedy for and preventive of social ills. In this universal interest and faith are writ large for every school official and teacher an opportunity and a challenge. We hold that the situation is such as should give to every one engaged in the work of education a new and larger sense of personal responsibility; demand from him the completest consecration of his energies; and inspire him to such study and discipline as will keep him abreast of the progress of education and a fit representative of its aims.

(2) It can not be too strongly insisted that every pupil has the right to such measure of instruction as he is capable of acquiring, in such subjects as will be of largest value to him as a self-supporting individual and citizen. We condemn as unjust to the pupil and harmful to society all forms of gradation and promotion, which upon the plea of thoroughness of work or the maintenance of high standards, condemn all but the brightest pupils to endless dreary repetition of studies for which they have little aptitude and deny them all opportunity to grapple with subjects of larger inherent interest and greater utility for life's duties.

(3) We demand that the public high school, while properly serving incidentally to prepare candidates for admission to higher educational institutions, shall not, at any behest whatsoever, cease to be, in fact as well as in name, the people's college or cease to afford to every youth qualified to receive it that training that will best fit him to live completely and to serve his generation honorably and efficiently.

(4) Evidence of a disregard of moral standards is painfully abundant on every hand. In one form or another, dishonest practices and unscrupulous methods have found their way into politics, business, and even into professional and social life. To check this baneful disorder which seems to have fallen upon the age, thoughtful people are

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#### DECLARATION OF PRINCIPLES

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looking to the school even more than to the church. We therefore most urgently enjoin upon school officials and teachers the duty of utilizing every opportunity that the school affords to inculcate sound ethical principles and develop habits of honorable conduct in all their pupils. This is not to be done only or chiefly by lecture and appeal, but rather by the practical exercise of honesty, truthfulness, and fairness, in every class exercise, in every game of the playground or contest on the athletic field, and in all the social life of the school.

(5) We favor a rearrangement of the standard twelve-year course of study, in general harmony with the recently developed Berkeley plan, which groups the first six grades together as the elementary school proper; the seventh, eighth, and ninth grades as the introductory high school group; and the tenth, eleventh and twelfth grades as the high school proper. In the first of these groups are emphasized the things which every child should master before leaving school; the second is the proper period for beginning foreign language study, for taking up manual training, and for introducing the pupil to the abstract work characteristic of the high school; the third is the appropriate period for intensive study, for insistence upon higher standards of scholarship, and for beginning the lines of study which will be completed in the university or professional school.

(6) We recommend the organization, wherever practicable, of continuation or trade schools, and of agricultural departments in all high schools whose environment is distinctly agricultural.

(7) We favor the extension of the age limit in compulsory education, with the proviso that from the fourteenth to the sixteenth year attendance at evening schools for ten hours per week may satisfy the requirements.

(8) We most heartily commend the movement, which under the name of health and development supervision, stands for the physical, and hence the intellectual and moral betterment of the children in our public schools. We feel a commendable degree of pride also in the fact that Southern California is in the van of progress in this most beneficent undertaking.

(9) We cordially approve of that expression of municipal intelligence and sagacity, seen in the establishment and expert supervision of public playgrounds in the larger cities; and we hope that in the near



future public baths for the use of children and youth in the more crowded localities may also be regarded as municipal necessities.

(10) This association unqualifiedly urges upon all teachers and principals the duty of minimizing the importance of championships of every kind and of school supremacy won by the efforts of a few students especially trained for contest; and it as earnestly recommends the encouragement both of out-of-door sports and of in-door voluntary enterprises, designed to engage the wholesome physical and intellectual activities of the whole body of students.

(11) We recommend that the State Board of Education be requested to legislate, or to secure legislation, to the effect that athletic teams, or other student organizations, be placed under the control and supervision of the school, at all times, when representing the school.

(12) We commend to the favorable consideration of the State Legislature such changes in laws provided for the raising and distribution of the State school fund as will result in the apportionment of \$900 to the first census teacher of every district, and of \$550, as at present, to every such teacher after the first.

(13) We believe that the school system of the State will not attain to the highest degree of efficiency until men and women of recognized ability are willing to devote their lives to the service of education. But such unbroken loyalty on the part of teachers can not be hoped for, unless there is furnished them reasonable assurance of continuous employment, fair compensation, and some provision against the day when service becomes impossible. Of these essentials the two first are gradually becoming realized; the realization of the third—a retirement salary, is necessary in the interest of the progress and efficiency of our educational system. As in the case of the National Government in its provision for officers and men who have served in its army or its navy, the retirement salary is not charity; it is sound business investment. Such a measure to be effective, not only must be state-wide in its scope, but the State must both support it and control its operation. We therefore heartily endorse the efforts of the California Teachers' Association, looking to the enactment into law of a practical measure which shall provide for the payment from the treasury of the State of retirement salaries to teachers who have spent a lifetime in the service of education. While not satisfied as to the wisdom of certain of its details, in a gen-



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#### DECLARATION OF PRINCIPLES

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eral way we approve of the tentative measure which has been prepared by a committee of that association and hope that by the conferences of the committees of the two associations a bill can be prepared for submission to the State Legislature which will command the hearty support not only of our law-makers but of all the people of the State.

(14) We recommend that the several teachers' associations of California devise some plan whereby teachers seeking positions may be able to avail themselves of an economical, professional and effective method of procedure, and that the president of this association be empowered to appoint a committee to co-operate with other educational associations in this behalf.

(15) We favor national subsidies for agricultural and industrial education under conditions which assure its efficiency and availability by all classes of people.

(16) We heartily endorse the plans of the city of San Diego for a great international California-Panama Exposition, to be held in 1915, to commemorate the completion of the Panama Canal; and we pledge our co-operation in the furtherance of this enterprise in whatever ways it may be given.

(17) We heartily favor the principles of international arbitration and good will among the nations; and as a means to obtain that good result we favor the observance of Peace Day—May 18th—in all the public schools of California.

(18) Recognizing the great influence and educational value of the press, we note with much gratification a growing tendency upon the part of newspapers to give prominence to meetings of this character and to all matters of educational interest.

(19) We respectfully commend to newspapers as public educators the desirability of substituting for the current illustrated pages of Sunday editions some other feature of entertainment which will less endanger our national sense of humor and not so seriously tend to nullify and counteract the efforts of the schools to develop in children true artistic taste, habits of truthfulness, and love of fair play.

(20) We congratulate the president and associated officers of the Southern California Teachers' Association upon the excellence of the programs offered and extend to these officers and invited speakers our hearty thanks for their services in making this convention notable

in the history of the association. We further especially commend the plan of providing a high-class song recital or concert in connection with the other features of the convention program and suggest to future officials of the association the desirability of continuing this practice.

Signed: JESSE F. MILLSAUGH, Chairman.

J. H. FRANCIS.

A. S. MCPHERRON.

R. P. MITCHELL.

P. W. KAUFFMAN.

EDNAH A. RICH.

EUGENIA FULLER.

ELLA C. INGHAM.

JESSIE R. TANNER.

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### AGRICULTURE IN CALIFORNIA SCHOOLS

ERNEST B. BABCOCK

University of California

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THE study of the fundamental occupation of mankind is beginning to receive the attention it deserves among the school people of California. The day of isolated beginnings is past and a general movement to introduce the teaching of agriculture is under way.

Thus far the most definite progress has been made in the secondary schools. The California Polytechnic School at San Luis Obispo and the University Farm School at Davis are giving practical instruction in agriculture to about one hundred boys and young men. The enrollment at these schools will no doubt increase as they become better known, but while hundreds may take advantage of the opportunities they offer, the necessity of living away from home with the contingent expense will always prevent thousands from doing so. Meanwhile the people are beginning to feel the need of instruction in agriculture in their local schools. Certain communities have already taken action through their trustees and are able to offer new courses in agriculture, horticulture and dairying this year. In these schools special teachers of agriculture are employed. Other communities are desirous of having agriculture included in the high school course, but do not feel ready to employ a special teacher. In some half-dozen schools this need has

been met by the science teachers giving an agricultural trend to the work in botany, physical geography, chemistry and physics.

Thus we find three phases of secondary school agriculture in California—the special school, the regular high school with an agricultural course, and the high school teaching agriculture as applied or correlated science. If the majority of high school students are to have the opportunity to study agriculture, that opportunity must be offered through the local institutions, and the time in which it will be brought about will depend largely upon the availability of teachers. This in turn will depend upon the salaries offered. The attractive openings for graduates from the College of Agriculture are so numerous that, to interest them in teaching, the salary must be at least twelve hundred dollars. The same may be said of properly prepared science teachers.

One of the most hopeful things about the present tendency to introduce agriculture into high school curricula is the ultimate effect it must have upon the elementary school teachers, who are drawn largely from the ranks of high school graduates. As was pointed out by Davis, "Great numbers of our rural school teachers are now being drawn from the graduates of small high schools. It would seem that the efforts of those who are interested in agricultural education, as it affects the rural school problem, should be centered on the small rural high schools, and to secure for them principals who are able not only to direct agricultural instruction but who are capable of, and interested in, making the school serve the highest interests of the community." This problem is still before us in California, since all but three or four of the high schools in which agriculture is now taught are in large towns or cities.

With this brief survey of secondary school agriculture let us turn now to the more perplexing problems of the elementary schools.

The elementary schools present a much less definite and satisfactory condition as regards the teaching of agriculture. In certain States, where the study has been made a part of the curriculum by legislative act, we know that it receives more general attention than in most States where such a step has not been taken. But the educational value of such work is still open to question. Too many teachers will see the letter and not feel the spirit of the act. We notice that in such States as Oklahoma just as strenuous efforts are needed on the part of those desiring to foster the spirit of the act as in communities that have not

yet made such laws. Moreover in certain other States, like Indiana, most remarkable progress has been made without any compulsory statute. According to a recent report by Fisher, about thirty per cent of the elementary schools teach agriculture, while ten per cent of the high schools are offering work in the subject, with indications that this number will be doubled during the present year.

In view of what is being accomplished in other States, with soils and climatic conditions inferior to our own, the outlook for California is inspiring. What is needed now is united effort on the part of all agencies—universities, colleges, normal schools, superintendents and teachers. To secure this we must have a common viewpoint. We are not all agriculturists, but presumably we are all teachers, and we should be able to take the viewpoint of the child and his needs in discussing any school subject. I think we must all agree that the child needs to be led to an intelligent, sympathetic appreciation of his environment in order that, in accommodating himself to it or changing it, he may do his best. We are to transmute the "unfit" into the "fit."

It should not be necessary to point out that we can never do this by depending entirely upon the study of books. If play and physical culture are important enough to deserve careful supervision, how truly important are all physical activities that fit the child for citizenship. The "data-gathering" or "experience-getting," together with the generalizations and applications that follow, should have as careful guidance as training in forms of expression, although to do this may require but a small fraction of all the time devoted to schoolwork. The activities connected with plant and animal production belong naturally in the life of the child. The experience he gets in subjugating animals and growing plants forms the foundation for that intelligent appreciation of the problems connected with feeding and clothing himself, and others which we think he should have by the time he leaves the grammar school. This is what we mean by agriculture in the elementary school. It is also part of what we mean by geography in the broad sense. The physical manifestations comprising another phase of what is called geography are already taught by the nature-study method in the lower grades.

If we agree on the common viewpoint, as stated above, can we not unite upon a common working basis? I propose that we find this working basis in nature-study, a subject admirably adapted to suit the

needs of the time. Nature-study—the observational study of objects and activities found in the child's environment and of some use to him, especially when approached through the medium of the garden or followed up in application by some useful activity—this is no longer a mere fad. On the contrary, it already holds a prominent place in the curricula of Nova Scotia, Ontario, and the Northwest Territories of Canada, as well as in many cities, teachers' training schools and even some entire States of our own country. Yet the teaching of nature-study is still a matter of local effort in California. The chief reason for this is clearly shown by Davis to be the lack of organization and definite correlation with the other subjects of the curriculum. Most of us will have nothing to do with it until we receive definite suggestions and helps suited to the needs of our own school. But before such matter can be provided in a general way throughout the State, there must come a better understanding as to the place which nature teaching, of the sort suggested here, is to have in our schools. There should be some way of "pulling together" in the nature or "science" teaching.

Believing the growing of plants to be of fundamental importance to nature-study, especially the agricultural phase, the writer has already issued a circular on garden work in sufficient number to supply every elementary school teacher in the State. The College of Agriculture is ready to assist in every way possible in making our schools more efficient. But we must work with the school people of the State. When we know what they want, we can try to supply their needs along agricultural lines. It is for the purpose of obtaining free expression of opinion that the writer suggests the following plan as a working basis until something better is proposed. If it meets with sufficient approval, the College of Agriculture will issue from time to time printed helps for the teachers of agriculture and nature-study.

### **General Plan for Organization of the Nature or "Science" Teaching in Elementary Schools**

1. Work of the first two grades to be miscellaneous, broad in scope, containing a large element of *doing*, the material found in the child's immediate environment at home, at school, in gardens or window boxes, aquaria, etc.
2. Work of the third and fourth grades centered on "home

geography" and "industrial geography" respectively. For the third grade the home and schoolyards and their improvement furnish abundant material. Trees, shrubs, vines and flowers, their uses and arrangement; the growing of common large-seeded vegetables; the source of such things as enter into the child's daily life in the way of food, clothing and shelter, provided that those things can be produced in the vicinity of his home; the community life reflected in these activities. For the fourth grade, "those things that we use daily and that form a part of our very lives, as it were, but that are not produced 'around home,' may be studied with a view to wider knowledge and broader outlook for the child. The arrangement of all these things with pictures and photographs upon these shelves in the front of the schoolroom illustrative of the cold, temperate and hot belts——." Garden work with plants grown as field crops in California, such as wheat, alfalfa, sugar beets, beans, tomatoes. In connection with this, a study of these industries in California; how the crops are planted, harvested and utilized; flour mills, dairies, sugar factories, canneries; products and by-products.

3. Restriction of the work of the higher grades to certain topics for the purpose of more intensive study. In the fifth grade a study of the trees of the region and how to propagate and care for them, gathering the seed and exchanging with other schools for other varieties; also planting trees on the streets or country roads. Along with this, a study of the birds of the region, their usefulness to man, conservation of birds, trees and forests. This in addition to the regular geography work of the year.

In the sixth grade a study of plant production through observation and experiment without a text. Only the main points can be suggested here. (1) The plant, its structure, how plants feed, grow and reproduce by seeds, bulbs, cuttings and grafts, with connected garden work. (2) Environment of the plant, climate—light, heat, moisture, air; soil—nature, properties, management. (3) Farm crops, classification, where produced. (4) A study of one or more of the leading crops of the region—name, place in classification, varieties, culture.

From the standpoint of one interested in agricultural education the outline above suggested is satisfactory. Already in the schools of many counties an elementary text in agriculture is studied or read in the seventh or eighth grade. As soon as the new textbook for Western

schools, by Professors Hilgard and Osterhout, become known, this plan will no doubt grow in favor at least in rural schools. It should prove satisfactory, if the field studies and experimental work for schoolroom and garden, receive due emphasis. Such a course should build upon the knowledge acquired through the nature-study of previous years. With such a foundation in nature-study, or geography, if you please, as suggested for the first six grades, this course in agriculture for the seventh should be as interesting to city children as to country boys and girls. On the other hand a course like that recently suggested by Superintendent Bunker of Berkeley for pupils of the seventh, eighth and ninth grades and called by him "Problems of the World's Work," would have its important agricultural side. It would be rich in interest also, especially if the pupils come to it after a course like the one outlined above. When agriculture as a distinct subject is studied in the seventh grade and physiology becomes the science study for the eighth grade, we find again a study which should build upon a nature-study foundation of the sort outlined above.

The outlook for secondary instruction in agriculture is encouraging. The principal obstacle is the dearth of properly prepared teachers. The shortage will have to be met largely by directing the attention of university students in science and agriculture to this promising field.

The present status of elementary school agriculture is not so satisfactory. The chief difficulty lies in the lack of definite organization of the nature teaching in the elementary grades and the consequent apathy on the part of most school people concerning even such intrinsically valuable work as gardening or tree growing. As a step in the direction of securing such organization, the writer submits the above outline. There should be unity of effort in our nature teaching. This may be secured by agreeing upon certain major topics as essential in each grade, beginning with the third, and teaching those topics at least, with minor topics added at the discretion of the teacher. There should be the one great trend toward the concrete and the linking up of school with community life, and the actual material must be chosen mostly from the neighborhood of the individual school or be made to grow there. With such work in the lower grades pupils will come to agriculture and physiology in the grammar grades with a fund of nature knowledge, gained through experience, which will make them keen for the book study and efficient in the practice work.



# Gleanings

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## ELEMENTARY AND HIGH SCHOOLS

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A meeting of the State Board of Education was held at the Palace Hotel, San Francisco, on December 31st. Besides the regular routine work, the present primary arithmetic (McClymonds & Jones's Elementary) was readopted for a period of eight years. The adoption of readers was passed over until March, so as to secure a full attendance of the Board.

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Geo. L. Sackett, secretary of the State Textbook Committee, has issued a bulletin asking the opinions of the school people of the State as to a desirable method of procedure in the selection of State textbooks. The Constitution vests the power of selection in the State Board of Education. Are the worthy members thereof trying "to pass the buck"?

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Superintendent Hyatt states that the second annual convention of the county and city superintendents will be held about the first of April, somewhere in the southern part of the State, the exact time and place to be determined later.

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The growing demand for industrial education in this State was reflected in the appointment by the California Teachers' Association of a committee under the chairmanship of Mr. Harris Weinstock to investigate the question of industrial education and to make recommendations for the consideration of the four teachers' associations of this State. We hope to publish the report of this committee in the October number.

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Miss Laura L. Nordyke of Berkeley has been appointed teacher of commercial branches in the Hemet Union High School.

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A. B. Anderson of the San Francisco Normal has been chosen city superintendent of San Rafael, vice E. Morris Cox, who resigned to accept a deputy-superintendency in Oakland. The men will occupy their new positions on February 1st.

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California suffers a distinct loss in the resignation of Dr. E. C. Moore, city superintendent of Los Angeles. Dr. Moore has accepted the headship of the newly-established Department of Education at Yale, and has the honor of being the first to fill the position. It is needless to say that he will fill it with ability and dignity. He will assume his new position in the fall. We are sorry to see him go. May success attend you, Dr. Moore.



M. O. Holt of Forest Hill, formerly principal of the Tracy School, has been elected principal of the El Dorado School, Stockton, vice Edward Hughes, who has resigned to go into business.

Supt. Frank F. Bunker of Berkeley was one of the speakers at the recent meeting of the Washington State Teachers' Association, at Seattle. Supt. Bunker's reorganization plan is attracting attention all over the United States.

A. A. Macurda of Silver, Burdett & Company, has resigned to accept a position in the Los Angeles Normal School.

Howard Mitchell, Jr., a graduate of Haverford College, and recently instructor in mathematics and French in the Hoitt School for Boys at Palo Alto, has been appointed a teacher of mathematics in Cogswell Polytechnical College, San Francisco.

Thomas L. Brecheen, a graduate of the University of Texas, and recently supervising principal at San Luis Obispo, has been appointed an instructor in history and stenography in the John C. Fremont High School at Fruitvale.

Miss Belle Kemp has resigned her position as teacher of drawing and sewing in the Shasta County High School, and Miss Lena Wiltz has been appointed in her place.

Miss Coralyn Hazen of Modesto, a recent graduate of Stanford University, has been appointed teacher of English and German in the Wheatland Union High School.

Franklin Pierce Burnham, one of the leading school architects of the West, died of heart failure, in Los Angeles, in December. The Los Angeles Polytechnic High School was one of Mr. Burnham's best known works.

WANTED—All or any of unbound volumes 22 to 36 inclusive of the *Educational Review*, New York. Address Dr. W. S. Thomas, University of California, Berkeley.

Temporary organization of the new California Council of Education was effected at the Mission High School, San Francisco, at the close of the recent meeting of the California Teachers' Association. Supt. Duncan MacKinnon was chosen as temporary chairman and L. E.

# California Educational Directory

## STATE BOARD OF EDUCATION

J. N. GILLET, Governor—President of the Board.....	Sacramento
EDWARD HYATT, Superintendent of Public Instruction—Secretary of the Board.....	Sacramento
MORRIS E. DAILEY, President of State Normal School.....	San Jose
J. F. MILLSPAUGH, President of State Normal School.....	Los Angeles
C. C. VAN LIEW, President of State Normal School.....	San Diego
SAMUEL T. BLACK, President of State Normal School.....	San Francisco
FREDERICK L. BURK, President of State Normal School.....	San Francisco
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BENJAMIN IDE WHEELER, President of State University.....	Berkeley
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Armstrong of Oakland as temporary secretary. The purpose of temporary organization was to take steps looking toward permanent organization. After considerable discussion the temporary secretary was instructed to notify all the members of the Council that a meeting for permanent organization will be held at Fresno on March 12th. The following committee was appointed to draw up a plan for permanent organization with all necessary rules and regulations and such recommendations as seem advisable, to report at the meeting at Fresno:

Jas. A. Barr, Stockton, chairman; Will C. Wood, Alameda; Mark Keppel, Los Angeles; Hugh J. Baldwin, San Diego; Geo. W. Moore, Colusa; Delia D. Fish, Red Bluff; C. L. McLane, Fresno; Estella Bagnelle, Madera; Duncan MacKinnon, San Diego; L. E. Armstrong, Oakland.

The members of the new California Council of Education are as follows:

*Southern California Teachers' Association*—A. S. McPherron, San Bernardino; Mark Keppel, Los Angeles; P. W. Kauffman, Pomona; Dr. E. C. Moore, Los Angeles; Duncan MacKinnon, San Diego; Rose Hardenberg, Los Angeles; Hugh J. Baldwin, San Diego; J. A. Cranstons, Santa Ana; Ednah A. Rich, Santa Barbara; Helen E. Mathewson, Los Angeles; A. L. Hamilton, Pasadena; J. H. Francis, Los Angeles.

*California Teachers' Association*—Dr. Alexis F. Lange, Berkeley; L. E. Armstrong, Oakland; Dr. M. E. Dailey, San Jose; Anna M. Wiebalk, San Francisco; Duncan Stirling, Salinas; E. Morris Cox, San Rafael; Will C. Wood, Alameda; Alfred Roncovieri, San Francisco; Mrs. Clara Martin Partridge, Berkeley; Dr. Ellwood P. Cubberley, Stanford; Jas. A. Barr, Stockton; another to be chosen.

*Northern California Teachers' Association*—G. W. Moore, Colusa; Delia D. Fish; another to be chosen.

*Central California Teachers' Association*—C. L. McLane, Fresno; Estella Bagnelle, Madera; others to be chosen.

## UNIVERSITIES OF THE STATE

The success of the course of lectures on school supervision and administration given at the University of California during the fall, has led the Department of Education to arrange a second series on high school administration. We are glad to append the following circular:

### Education 12, THE SCHOOLS OF CALIFORNIA

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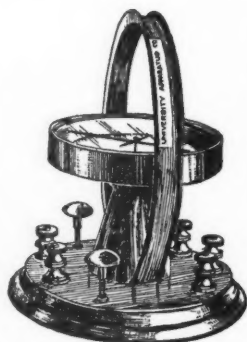
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include the value and methodology of the subjects that compose the high school curriculum, the elementary schools, etc. While the course was designed primarily for university students of education, it has been gratifying to note the interest taken in the lectures by school teachers in the vicinity of Berkeley. Teachers in all grades of the schools are therefore especially invited to attend these lectures, either as students or auditors. One unit of credit will be given for satisfactory work in the course. The lectures will be given at 4 p. m. on Thursdays, in 109 California Hall.

January 20th—Introductory lecture, Professor W. S. Thomas, Department of Education.

January 27th—High School Architecture, Principal L. B. Avery, San Jose High School.

February 3d—Present Tendencies in the Curricula of California High Schools, Professor E. S. Evenden, Department of Education, Stanford University.

February 10th—Community Needs and Choice of Studies, Principal O. A. Johnson, San Mateo High School.

February 17th—Industrial Education for California High Schools, James Ferguson, Deputy Superintendent, San Francisco.

February 24th—The High School and Rural Problems, Professor LeRoy Anderson, Department of Agriculture, University of California.

March 3d—The Development of the Individual High School Pupil, Principal J. Fred Smith, Campbell High School.

March 10th—Government in High Schools, Principal J. H. Francis, Los Angeles Polytechnic High School.

March 17th—Moral and Social Aspects of High School Life, Principal J. F. Engle, Auburn High School.

March 24th—Student Activities and School Work, Principal H. O. Williams, Santa Barbara High School.

March 31st—Articulation between Grammar School and High School, Principal C. L. Biedenbach, McKinley School, Berkeley.

April 7th—Preparation for the University as an Influence on the High School, Principal M. C. James, Berkeley High School.

April 14th—The Six Year High School, Principal W. H. Mackay, Chico High School.

April 21st—The High School and Civic Duty, Principal Joseph O'Connor, Mission High School, San Francisco.

April 28th—Trade Schools, Superintendent Alfred Roncovieri, San Francisco.

The Christian Associations of the University of California have arranged for simple chapel services from 8:30 to 8:55 on Tuesday, Wednesday and Thursday mornings. Up to this time there has been

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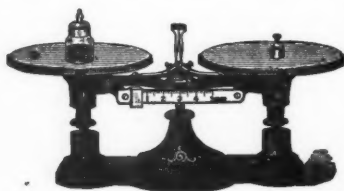
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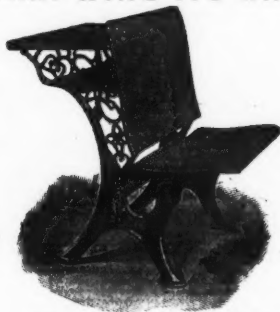
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nothing at the University comparable with the daily chapel services of the Eastern universities, where in many, daily attendance is compulsory, as at Yale, Princeton and Williams.

The following are among those who will act as chaplains during the present semester: Rev. G. G. Eldridge, pastor St. John's Presbyterian Church; Acting President Lange; Professor Stratton, head of the Department of Psychology; Rev. E. L. Parsons, rector of St. Mark's; Mrs. Torrey, dean of women; and Professor T. H. Reed of the Department of Political Science.

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Baron Bairoku Kikuchi, president of the Imperial University of Kyoto, Japan, and formerly Minister of Education in Japan, recently addressed the students of our two great universities. Baron Kikuchi emphatically declared that the people of the United States and all North America were venerated and respected by all classes in Japan, because of the attitude taken by them in recent Oriental affairs. He declared that the destinies of the East and West will eventually meet and embrace one another.

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### OUTSIDE THE STATE

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The German Emperor recently honored President Benj. Ide Wheeler by inviting him to a family gathering which included the empress and the crown prince. The meeting was a typical German domestic affair, the empress doing needlework as she took part in the conversation, and the emperor passed around the sandwiches and other light refreshments.

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The State Superintendent of Public Instruction in the State of Kentucky is conducting a series of "whirlwind campaigns" for the promotion of education. In the last "campaign" one hundred speakers were kept in the field eight days.

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Edwin Ginn, the Boston publisher, has taken the first steps toward the organization of an International School of Peace, by announcing his willingness to contribute \$50,000 per year toward its maintenance and ultimately to endow the school.

---

Eighth grade teachers in New York City receive a salary of \$1,440 and get a pension of \$720 on retirement. Evidently the school authorities of that city think that teachers who successfully teach boys and girls in the storm and stress period of life are worthy of their hire.



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A recent investigation in Stockholm, Sweden, disclosed the fact that 1.61 per cent of the children in the schools of that city were positively affected with tuberculosis. If this percentage were applicable in the United States, 273,000 children would be suffering from this disease. These statements will serve to show the need of medical inspection of school children.

Bulgaria is one of the most recent countries to establish a modern system of education; that she has succeeded is shown by the fact that her schools have the advantage of one of the most complete systems of medical inspection in existence. This means that in this respect at least this supposedly backward country far outstrips the United States.

During the past four years the appropriations for education in the State of Alabama aggregate an increase of nearly \$3,000,000 over the old appropriations.

The principals of Denver's public schools have had an opportunity to register their approval or disapproval of the Juvenile Court of their city and the results appear most satisfactory to Judge Lindsey and the friends of the court. Not long ago the superintendent of schools sent letters to all of the Denver principals asking their opinion of the work of the court. At least ninety-five per cent of the replies commended the court's work. Nine of the principals refused to commit themselves and only six criticized the court for its handling of cases. This result is a vindication of Judge Lindsey's work in Denver, and incidentally will prove gratifying to juvenile court and probation movements the country over.—*The Survey*.

Out of 206 high schools in Minnesota, 127 offer regular courses in manual training.

In New York City every new school building is equipped with a roof playground.

The superintendents of the New York City schools have voted that football must be abolished as too dangerous.

A friend of the public schools has placed in the hands of Dr. John A. Brashear of Pittsburg a fund of \$250,000, the income from which, amounting to \$12,000 per annum, is to be used in a series of awards to the teachers of the common schools of Greater Pittsburg, with the final object of securing the greatest possible improvement in the schools.—*Journal of Education*.

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The Oklahoma compulsory education law contains a clause to the effect that "if a widowed mother make affidavit that the wages of her child is necessary in order that she may have bread, the truant officer shall investigate and, if true, the State of Oklahoma shall issue to her the wages the child would make and send the child to school."

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Disabled teachers in Munich receive pensions of seventy-five per cent of their salaries, and a schoolmaster's wife who loses her husband gets three-fifths of his salary, with an allowance for every child under twenty.—*Popular Education*.

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The Board of Education of Boston has decided that all high school pupils, girls as well as boys, must take swimming lessons in the public baths of the city.

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The law of Massachusetts now requires that the schools of that State shall give instruction as to tuberculosis and its prevention.

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In 1880, 43 per cent of the teachers of the United States were men; in 1890, 34½ per cent; in 1900, 30 per cent; in 1907, 21.7 per cent.

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Chicago maintained a tent school last summer for tuberculous children. Thirty children were enrolled and thirty lives were saved, according to the superintendent in charge. The program included three meals a day, brushing teeth, washing dishes, play, gardening, story telling, light gymnastics, breath exercise, sleep, and, in conclusion, a shower bath. Ten additional tent schools are planned.—*School Education*.

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The University of Tokyo has recently had as many as 7,000 Chinese students.

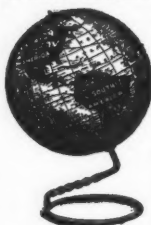
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The government of Paraguay maintains by means of scholarships about twenty students in the schools of Europe and the United States. These young men are under agreement to return to Paraguay and assist in the spread of education.

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The Nature Study Section of the California Teachers' Association was organized as the California Branch of the American Nature Study Society during the recent meeting in San Francisco. This step was advisable for the purpose of co-operating with the national movement, and to secure a wider circulation for the *Nature Study Review*, an extremely valuable magazine for all interested in nature study work. The officers of the California Branch for the ensuing year are E. B. Babcock and C. A. Stebbins.

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California teachers will welcome the news that at last we have a book on California trees that is at once interesting and scientific and worthy of being in every school library. The first one-fourth of the book deals with such topics as "Leading Characteristics of California Trees," "Forest Provinces," "A Historical Sketch of Sequoia," "Native Trees in Relation to Periodic Fires," "National and State Parks in California," and "Purpose of National Forests." The remaining three-fourths of the work is a botanical description of the ninety-four species listed. The technical descriptions are in smaller type and are followed by interesting remarks upon the distribution, importance and uses of the trees described. Over thirty most interesting photogravures appear in the introductory portion, while the descriptions are illustrated by numerous fine drawings.

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**DAVISON'S HUMAN BODY AND HEALTH—INTERMEDIATE.** By Alvin Davison, M.S., A.M., Ph. D., Professor of Biology in Lafayette College. Cloth, 12mo, 223 pages, illustrated. Price, 50 cents. American Book Company, New York; San Francisco, 565 Market street.

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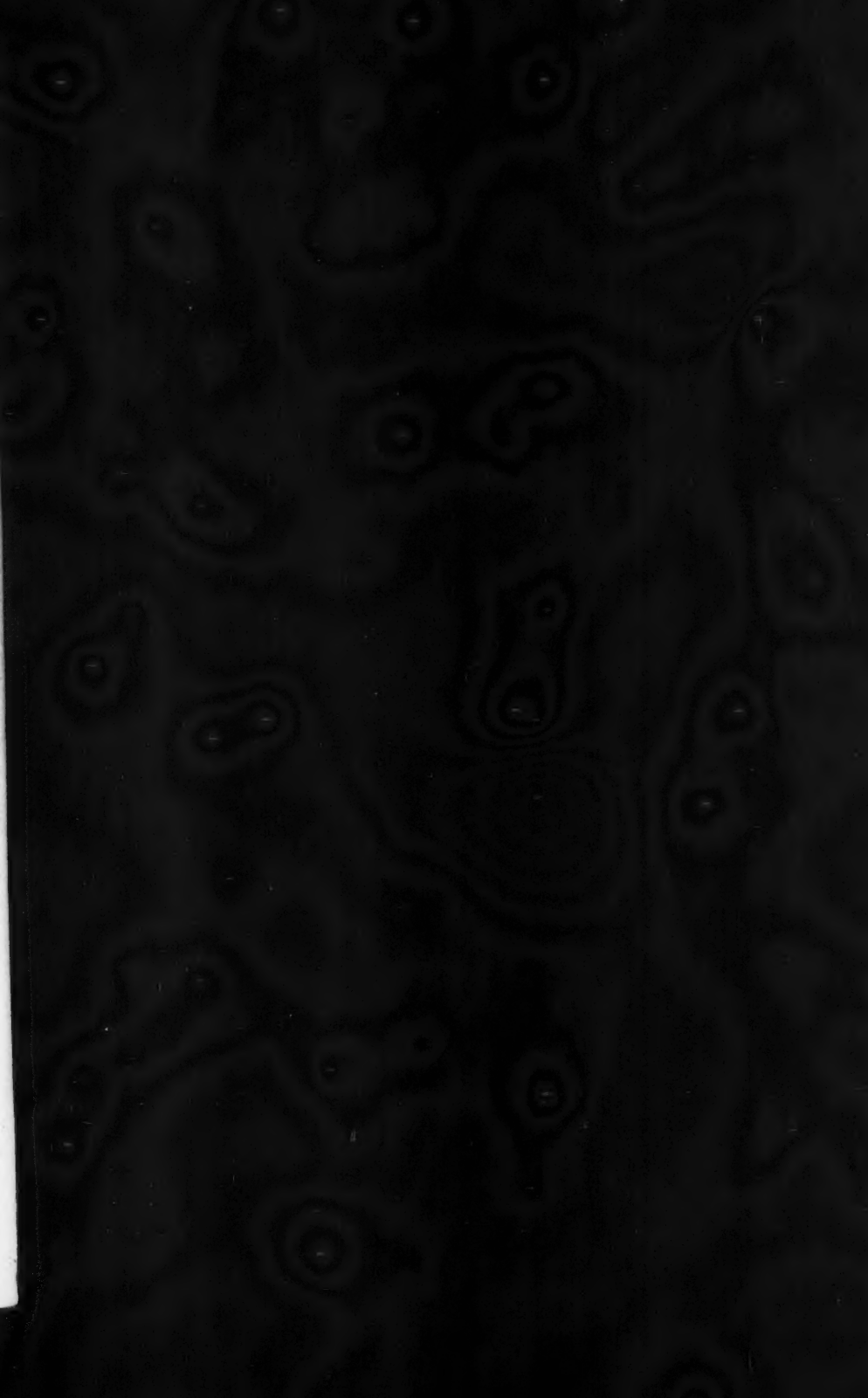
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